

Community Based Management for Health: Students on the Forefront

Student Symposium
February 18, 2009

Prabhjot Singh Dhadialla
Program Director for Health Systems, Development and Research
Center for Global Health and Economic Development
Millennium Villages Project CHW Advisor
pdhadialla@ei.columbia.edu

Program in Health Systems, Development and Research

By The Numbers:

75+ People: Students, Skilled Contributors, *Recently Unemployed Finance Experts*

5 Working Groups: [Curriculum Development] | [Innovation, Technology and Infrastructure] | [Operations and Logistics] | [Health Systems and Service Delivery] | [Outreach]

15 Continents: Mali, Senegal, Nigeria, Ghana, Kenya, Ethiopia, Malawi, Uganda, Liberia, Tanzania, Mexico, India, Nepal, United States ... upcoming opportunities in the middle east, eastern europe.

Nonstop learning experience: We encourage trying out new areas/skills as part of team-oriented group work

Curricular Development Group

Children are more likely to be healthy when they are clean and their homes are clean.

ASSESSMENT

LOOK at the children. LOOK at the household. ASK the household member:

Do they wash their hands? Before they eat? After they defecate?

Are their fingernails trimmed short?

Do they clean their teeth?

Do they wear shoes or sandals?

Do they cover their mouth when coughing or sneezing?

Do they wash their faces with clean water and soap everyday?

HH NOTES:
Treat sick children quickly so that other children do not get sick.
Feed babies with a clean cup and spoon.

ADVISE

Negative hygiene habits? Point out 2. Explain what the household member can change, why these changes will help keep the family healthier, and discuss suggestions for how to make the changes.

Point out good hygiene habits. Explain how cleanliness can prevent illness, especially diarrhea.

NOTE: On the next visit, ask if any household changes have been made.

PERSONAL HYGIENE

Unit 1 Section 2

Phase 1:

-Development of Community Based Health Worker / Trainer of Trainer Curricula for Millennium Villages

Phase 2:

-Adaptation of materials for Millennium Cities

- Development of Materials for Clinic Based Health Workers

Phase 3:

-Translation of Materials, Further Adaptation and Extension of Support and Partnerships

ACTIVITY

- On a board or a large sheet of paper, write "Habits" on the left side and "Barriers" on the right.
- Ask the CHWs: What are the most important things that family members can do to maintain personal hygiene? Under the word "Habits," list their answers.
- Ask what some of the barriers to establishing these habits might be. Write these under "Barriers."
- Discuss the difficulties of changing health habits and how to overcome these difficulties.

ASK the household member:

- Do you have soap?
- Do your children wash their hands before they eat? After they defecate? Do they wash their face?
- How often do your children bathe? Do they use soap?
- Do your children clean their teeth?

How should CHWs talk about hygiene habits?

- It is important to say what is right and not just what is wrong.
- Focus on 2 habits for now. Once there is improvement in these two habits, you can choose 2 more.
- Show you understand. Listen, and be patient and sensitive.
- Household member is more likely to change if connection is made between the hygiene habit and good health.
- Give suggestions to make it easy to imagine changing the habit.

Bacteria and worm eggs often hide under long fingernails. Trimming nails regularly will discourage this problem.

Washing hands helps prevent the spread of bacteria and other germs. It is especially important before preparing food and after defecating.

Cleaning teeth prevents them from rotting. Even if a family cannot afford toothpaste, cleaning teeth with water will keep them healthy.

Covering one's mouth when sneezing and coughing can help prevent spreading germs to others nearby.

Wearing shoes helps prevent hookworm.

Washing face helps prevent infections of the eye that may lead to vision problems and even blindness.

PERSONAL HYGIENE

Unit 1 Section 2

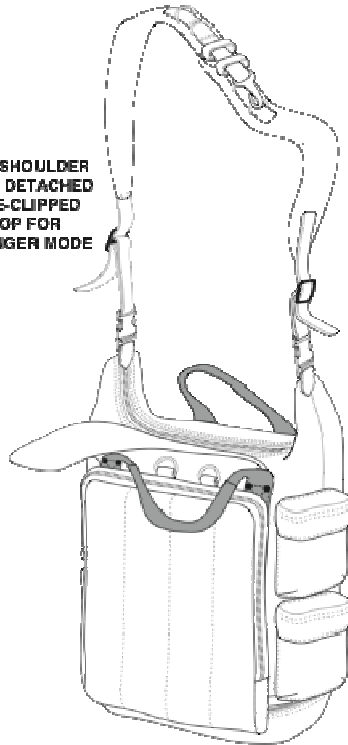
Curricular Development Group

Common Vocabulary Platform

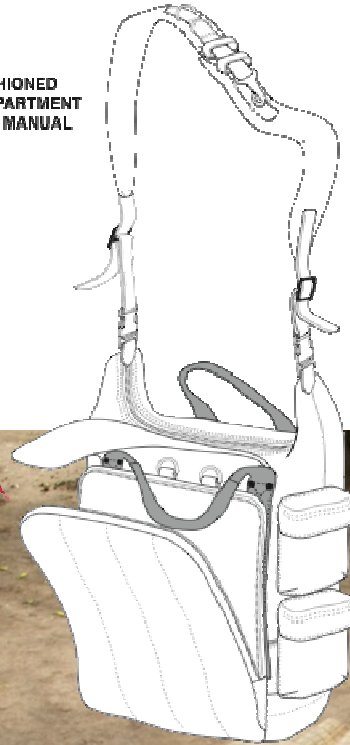
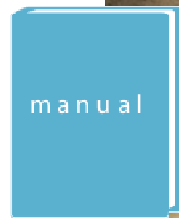
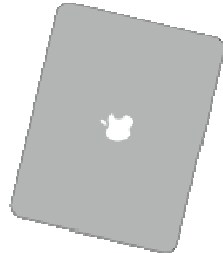


Innovation, Technology and Infrastructure Group

BACK - SHOULDER STRAPS DETACHED AND RE-CLIPPED TO TOP FOR MESSENGER MODE



BACK - CUSHIONED ZIPPERED COMPARTMENT FOR LAPTOP / MANUAL



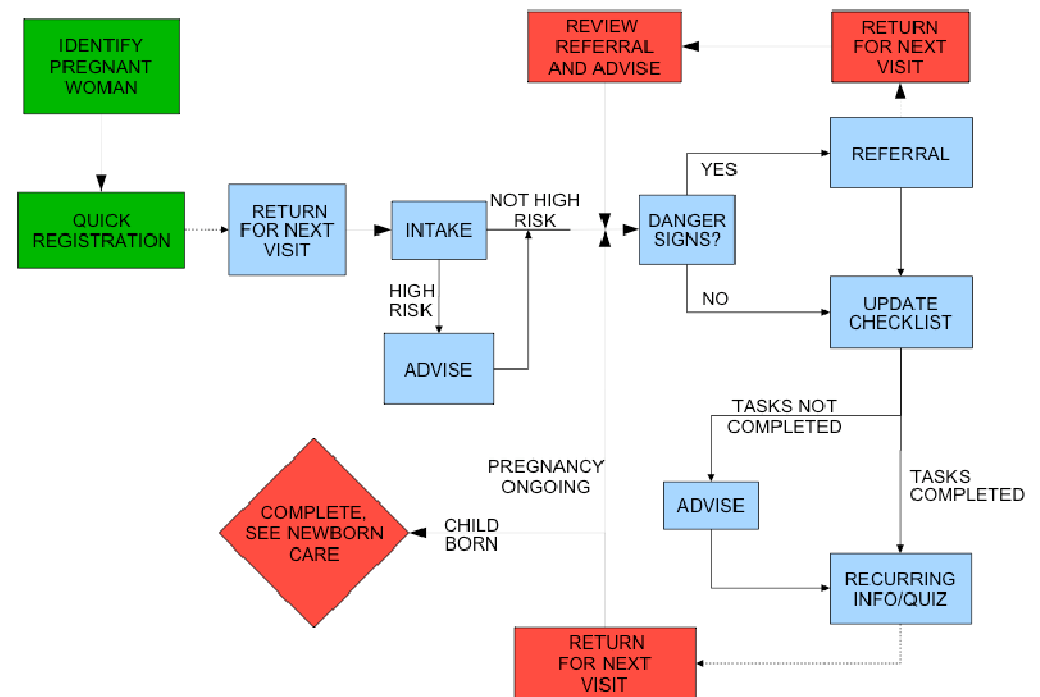
*Industrial Designers
Computer Scientists
Engineers
Public Health
Doctors
College Students*



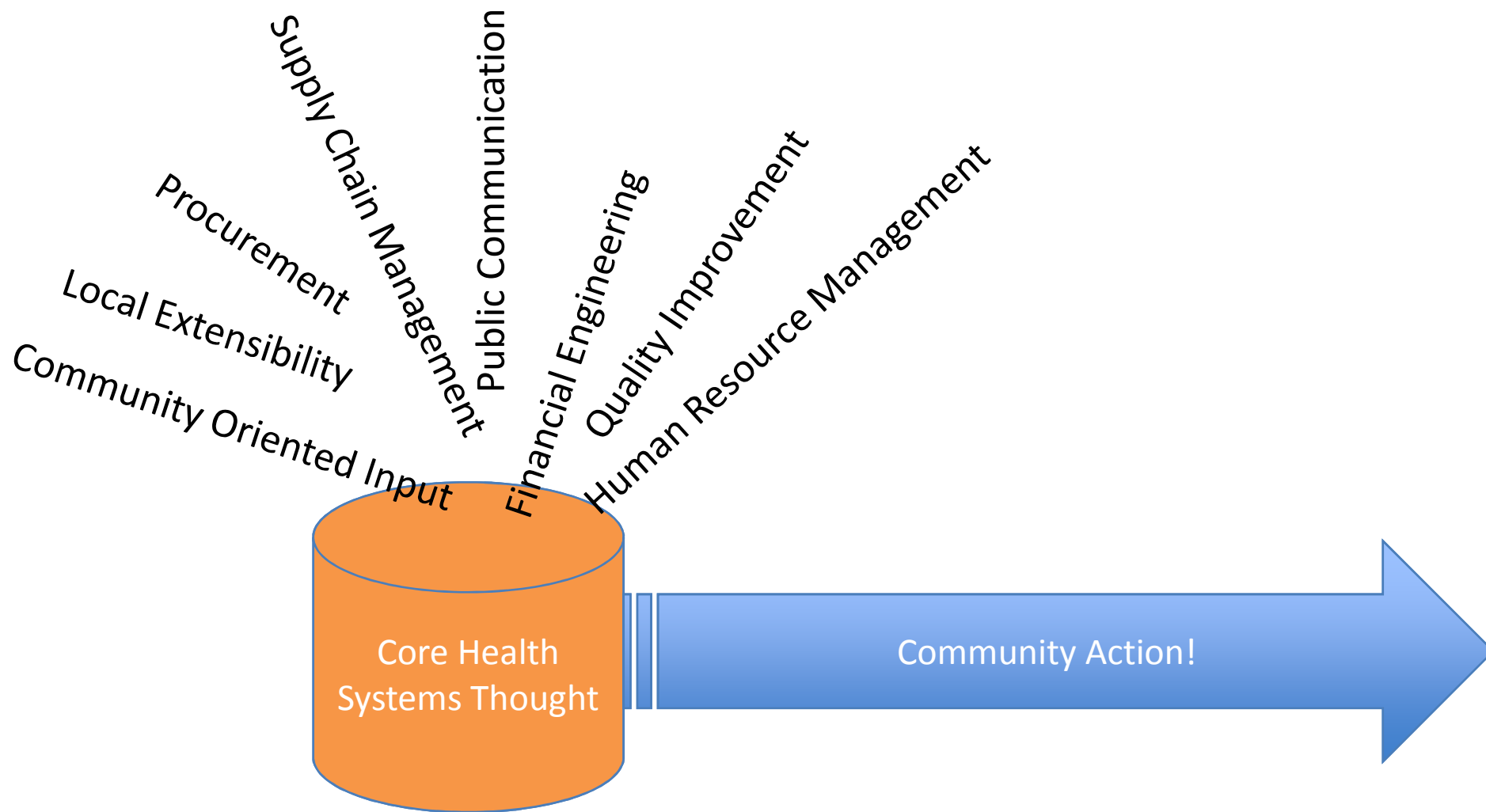
Operations and Logistics Group

Contents

	Introduction
Chapter 1	CHW Operational Tools Period Overview Form (Book 1) Weekly Schedule (Book 2) CHW-Clinic-CHW Manager Interaction: Referral and Follow Up Forms
Chapter 2	Medical Monitoring: Household Booklet Household Booklet Overview and Contents Medical Records Form Supplementary Communicable Diseases Form
Chapter 3	Evaluation Curriculum/Training/CHW Evaluation Forms Community Focus Group Tool
Chapter 4	Program Overview and Analysis Tracking CHWs: Register and Evaluation Report Forms and Public Health Trends Analysis Stakeholder Networking to Ensure Sustainability CommCare Impact Assessment



Health Systems and Service Delivery Group



How You Can Join Now

Global Health Lab

Uniting Systems Thought With Community Action

ghlab.org

www.ghlab.org



activating youth in a global fight against extreme poverty

www.zyozzy.org

?

Jot - pdhadialla@ei.columbia.edu

Julia – frydman.julia@gmail.com